

Non-Government Reform Support Fund Annual Report

2022

Association of Independent Schools of South Australia

Executive Summary

The 2022 Non Government Reform Support Fund (NGRSF) Annual Report describes activity undertaken by the Association of Independent Schools of South Australia (AISSA) that has enabled schools to lead and implement improvement initiatives and achieve quality student outcomes. The priority markers for the delivery of these services have stemmed from progressing the national objectives of the Australian Government described in the National School Reform Agreement and, specifically, through the NGRSF. In undertaking this activity, the AISSA has represented the interests of 104 schools, being the full cohort of Independent schools across the state.

Service delivery was guided by the AISSA NGRSF 2022 Workplan and overarching 2019 – 2023 Strategic Plan. Outcomes were achieved through strategic oversight of activity, which saw carefully planned professional learning, tailored approaches and projects undertaken within and across schools. This work was complemented by the tailored advice and support of AISSA Educational Consultants.

Achievement of national reform initiatives has seen schools better equipped to provide equitable access to schooling for students with diverse needs, arising from a deeper understanding and application of the Nationally Consistent Collection of Data (NCCD). Additionally, the successful transition of all schools to NAPLAN online was celebrated. To achieve this milestone, the AISSA worked closely with the SA Testing Administration Authority. While significant gains have been achieved, it is also important to recognise that changing school circumstances, together with the importance of ensuring responsive action to ever-emerging issues, has meant that this work is ongoing.

There is a strong and positive relationship between the AISSA, Catholic Education South Australia and the South Australian Department for Education, and as such, state reform directions undertaken by the AISSA in 2022 have been synergetic with the goals of the overarching South Australian Bilateral Agreement. This has seen ongoing commitment to enabling schools to best support students through carefully designed projects, intra and inter-school professional collaboration and the garnering of resources and illustrations of school practice. The AISSA Leadership Institute has strengthened leadership capacity in schools and has positioned leaders to be part of an outward facing community of practice that has worked together to create partnerships where emergent ideas and approaches have been collaboratively enabled, tested and scaled. Additionally, key activity undertaken has recognised the development and support of career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.

While COVID restrictions at the start of the year continued to impact the ways that people gathered to learn together, continuity of service was delivered through the use of video conference technologies. For programs that commenced during this period, significant highlights throughout the year were the first opportunities for people to gather face to face – to meet and work with colleagues that had, to date, only conversed through technology. The human element to the various communities of professional practice that re-convened in person throughout the year was highly valued by all.

The activity described in the 2022 Annual Report has only been made possible through the NGRSF contribution received from the Australian Government. It continues to be an essential resource moving forward, to progress national and state reforms that build the capacity of schools and strengthen the structures, practices and the environments that underpin quality schooling.

Progress against strategic plan

The overarching 2019 – 2023 AISSA NGRSF Strategic Plan has informed the 2022 activity undertaken, with the AISSA continuing to be an efficient, impactful and cost-effective mechanism through which national and state-based reform objectives have been progressed in South Australian Independent schools.

Implementation of the three national reform priorities has seen schools undertake quality processes that strengthen the quality of information on the NCCD and inclusive practice; successfully transition and participate in NAPLAN online; and strengthen governance and financial management practices in non-government schools.

A collaborative relationship has underpinned achievement of the reform areas agreed and documented in the South Australian Bilateral Agreement. The strengthening of student learning and achievement has been complemented by an intentional program to build leadership capacity for aspiring, middle and senior leaders, delivered through the AISSA Leadership Institute. A key feature of outcomes achieved has been the sharing of knowledge and the building of professional capital within and across schools. Throughout the year, AISSA Educational Consultants have worked alongside schools to progress each school's strategic directions, cognisant of national and state obligations.

Supporting student inclusion and achievement, building staff capacity and growing community has remained at the forefront of schools' activities, in addition to being responsive to an ever-emerging national education agenda. Underpinning this has been the ability of the AISSA to respond to schools in a timely manner, drawing from their depth of understanding and ability to connect reform priorities with individual and collective school contexts. This work remains ongoing.

Relationship with state and territory government

The three education sectors have continued to work together to facilitate congruence of activities across priority areas, share resources and where necessary, promote consistent messaging, for the benefit of the provision and access to quality education for all South Australian students.

In 2022 this has seen ongoing collaboration across the three sectors, with Sector Heads and associated groups and working parties actively collaborating on matters of mutual interest. A variety of formal and informal structures and processes have been established to facilitate this cooperation for the benefit of all children, students and educators across South Australia.

Central to this have been meetings of the three Education Sector Heads, scheduled termly and supported by a Senior Officers Group. These occasions provided the opportunity for local, state and national issues to be shared and deliberated upon and have included progressing national Ministerial priorities such as the development of a national Unique Student Identifier (USI). Discussions about state based implementation plans for the significantly changed Australian Curriculum version 9.0 saw schools across all sectors access shared curriculum resources developed by the Department for Education.

Key cross sector working groups have ensured the smooth implementation of key South Australian initiatives, such as certification for Highly Accomplished and Lead Teachers, the National Assessment Program and Inclusive Education. AISSA Educational Consultants have provided advice to national agencies in response to education directions including STEM and the Online Formative Assessment Initiative. The AISSA was also involved in external collaborations with a range of key agencies including ACARA, AITSL, universities, curriculum associations and internationally recognised thought leaders.

Project Report

The AISSA 2019 – 2023 Strategic Plan outlines key initiatives and strategies to be undertaken under the Non-Government Reform Support Fund (NGRSF). The three national priorities of the Australian Government have been central to the work of the AISSA during 2022 and, parallel to the national reform activity, the AISSA has been proactive in implementing the reform directions as agreed in the Bilateral Agreement between South Australia and the Australian Government on quality school reform.

Advancing national policy priorities saw AISSA staff continue to work with leaders to enhance the quality of information on the Nationally Consistent Collection of Data (NCCD) on School Students with Disability and to improve the efficiency and integrity of the data collection. A series of centralised workshops, in addition to bespoke in-school professional learning opportunities, targeted building staff capacity. Individual meetings and discussions provided opportunities for leaders to interpret and deepen approaches to NCCD data collection and documentation, to enable the deepening of teacher practices to document identified adjustments and provide evidence that underpinned reliable decision making. Inclusive education staff from the three education sectors discussed the appropriateness of offering a cross sector moderation opportunity; however, due to ongoing COVID-19 restrictions and associated complexities for schools, a decision was made against this for 2022. In response to school leaders requesting assistance with redesigning and strengthening approaches to inclusive education, AISSA Educational Consultants worked with leadership teams to review current understanding and best practice through a research lens. This included leading participants through a cycle of improvement to review current school policies and procedures, together with goal setting and implementation planning.

The AISSA provided integral and practical support as all Independent schools transitioned to NAPLAN online. Staff worked with the SA Testing Administration Authority (TAA) so that Steiner school students in years 3 and 5, two Independent schools and Steiner streams in three government schools, completed NAPLAN using alternate format paper materials. Additionally, in the lead up to NAPLAN, the AISSA played a key liaison role between the TAA and Islamic schools, to confirm an adjusted testing window due the celebration of Eid and the subsequent school closures to celebrate this important festival. Dedicated email and helpdesk service at AISSA, together with NAPLAN Coordinator training opportunities, provided guidance to schools in the lead up to and during NAPLAN. A range of communication mechanisms were employed in the latter half of the year, so that schools were aware and prepared for the change of the testing window to term 1 from 2023. It has been the NGRSF which has enabled the provision of these services to schools by the AISSA.

Cognisant that high quality governance is critical to the growth and longevity of the sector and is an important element of the overarching NGRSF Strategic Plan, the AISSA has continued to provide a suite of strategic learning for Board members. This has included learning that explored the cultural factors that best support Boards to respond to and navigate challenges and opportunities, presented by David Runge, Co-Founder of Future Schools. Participants indicated that this session highlighted Board member responsibility to contribute to a positive board culture, as well as the influence of culture on school outcomes and future directions. A governance session addressing issues impacting Independent schools was led by Margery Evans, Chief Executive of Independent Schools Australia. This session exemplified Boards' interests in keeping abreast of essential governance knowledge such as national education priorities, industry directions and enrolment trends. The delivery of sessions in the evenings using video conference technology maximised accessibility and participation for board members across metropolitan and regional locations. Online sessions also provided a valuable opportunity for participants to converse with Board members from other schools. Critically, participants identified topics they would like addressed in future governance sessions. Upon invitation, bespoke support was provided to school Boards by AISSA staff throughout the year. These face to face workshops explored effective governance practices, chair and principal relationships, analysis of board composition, Board operations and contemporary strategic planning processes.

The NGRSF has also been integral in progressing the reform directions as agreed under the South Australian Bilateral Agreement, as part of the National School Reform Agreement. Implementation of the state initiatives described in the 2019 – 2023 Strategic Plan have been progressed in a timely and intentional manner.

Reform Direction A: Supporting students, student learning and student achievement

The High Impact School Improvement Tool (HISIT) has provided a range of entry points that detail the research, resources and guidance whereby a school can enhance the delivery of their education priorities, for the benefit of student learning and achievement. During 2022, a series of workshops and individualised support from AISSA Educational Consultants enabled schools to continue to examine and evaluate their practice against one of the tool's seven domains - Data, Wellbeing, Teaching, Inclusive Education, Professional Collaboration, Parent and Community Partnerships, and Student Agency. A pivotal occasion saw the bringing together of project schools in an opportunity to share their improvement initiative and seek feedback from schools present. This provided an invaluable opportunity to self-reflect and begin the case study and artefact documentation process. Artefacts have been added to the HISIT and several others are being finalised. In parallel to this work, external experts have reviewed both the Inclusive Education and Wellbeing domains of the tool, to ensure currency and applicability.

The members of the Responding to Early Adolescent Learners (REAL) group continued to share practice, research and resources related to the issues facing their students in the middle years of schooling. Topics covered included contemporary issues for schools and students ranging from innovative approaches to learning and curriculum planning, to sensitive topics such as mental health, the rise of vaping and how to best support gender-diverse students. Dr Jared Cooney Horvath's presentation on 'The Adolescent Brain: what does neuroscience tell us now and how might this impact what we do in schools?' built understanding of evidence informed practices that support the learning, engagement, wellbeing and transition of early adolescent learners.

Reform Direction B: Support teaching, school leadership and school improvement

The AISSA Leadership Institute continued to build leadership capacity in schools through the offering of a suite of powerful learning opportunities for aspiring, middle and senior leaders. Leading Innovation and Change Impact Hubs saw school teams undertake leadership learning, context mapping and organisational analysis to implement and scale a school based project related to their current role and strategic focus. A visual change graphic, the AISSA Innovation Mountain, was used as a coherence mechanism and a design mapping tool. A symposium showcased the work of the 2021 Impact Hubs researching student agency and meta-praxis. Additionally, this work was described in a paper published by the Centre for Strategic Education and a ten episode podcast series was also developed. It was critical that the design of leadership programs offered met the specific needs of the sector and so the planned Next Step Principal program changed to a focus on women in leadership. This emerged as a significant need in the sector and was designed with the aim of empowering women to consider school principalship as a viable career option. A feature of this program was the opportunity for each participant to work alongside another experienced leader in the role of critical companion. Complementing the work of the Leadership Institute was the Business of Leadership professional learning suite, designed to assist school leaders to effectively understand and lead key elements of school operations. This suite addressed topics including Family Law, Record Keeping and Performance Management.

The AISSA has a long-standing commitment to teacher induction, recognising the importance of the developing and supporting career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers. The Navigating the First Years Early Career and Mentor Teacher Program brought early career teachers and their mentor together across the year. This approach recognised the importance of supporting teachers both in the early and mentor career stages of the profession, in ways that align with specific school contexts. Referencing the four areas the Australian Institute for Teaching and School Leadership (AITSL) has identified as critical to successful induction – Professional Practices; Professional Identity; Wellbeing; and Orientation - early career and mentor teacher teams discussed and planned for building personal wellbeing, positive learning environments and teacher impact. A Kurna elder worked with the group to develop cultural confidence to teach about and for First Nations peoples in culturally safe ways. The building of reciprocal and dialogical relationships was an important foundation that underpinned the practice-focused mentoring between early career teacher and mentor. Additionally, school teams were introduced to the use of a microproject, used as the framework the practice-focused mentoring conversations about goal setting and evidence of impact.

Reform Direction C: Enhancing the national evidence base

AISSA Education Consultants have continued to be responsive to the needs of schools - providing advice, consultancy support and access to resources and tools, to provoke, inspire and scaffold contemporary school improvement initiatives. School principals and leadership teams have been assisted with the analysis of data at the school level and the formulation of strategies that align with national and state-based reform initiatives and their contextual school improvement directions.

The work of the AISSA Education Consultants, to progress both state and national reform priorities, remains an essential service for both schools and the Australian Government. The Education Consultants' deep knowledge of the research evidence base, change management and exemplary practice has been applied in a timely and cost effective manner, responsive to individual and varying school contexts. This has been exemplified by the effective application of NCCD processes at the school level, as well as the smooth implementation of the National Assessment Program across the SA Independent sector including, but broader than, implementation of NAPLAN. Changing school circumstances and an ever-emerging education agenda means that this work is ongoing. It is this deep expertise and responsiveness of the AISSA that ensures this important work can be progressed.

Summary of 2022 achievements

1. Project title	2. Project description and activities	3. Expected outcomes, benefits or impacts	4. Indicators of success	5. List any additional or variations of Activities undertaken/Achieved outcomes
<p>Improve the quality of information on the Nationally Consistent Collection of Data (NCCD) on School Students with Disability and to improve the efficiency and integrity of the data collection</p>	<p>Building on previous workplan reform activity, the AISSA will work with schools so that school leaders continue to grow in confidence to access and interpret information and resources, including those from the NCCD portal, to inform their practice and improve the quality of data and evidence collected.</p> <p>This will include supporting schools to strengthen data collection methods, in addition to deepening practices in documenting identified adjustments and providing evidence that underpins reliable decision making.</p>	<ul style="list-style-type: none"> • The NCCD provides a mechanism for schools to strengthen their beliefs and practices in support of equitable access to schooling for students with diverse needs. • A tailored approach will support staff to increase their understanding and skills in inclusive practices. • Continued whole of school staff engagement with the DSE e-learning modules. 	<ul style="list-style-type: none"> • 50% of schools will be supported to improve the efficiency and integrity of the data collection. <p>78% achieved</p> <ul style="list-style-type: none"> • School review of inclusive practice and delivery of service will be undertaken. <p>Achieved</p>	<ul style="list-style-type: none"> • Due to ongoing COVID-19 restrictions and associated complexities for schools, the decision was made, after discussion across the three education sectors, to not provide a cross-sector moderation opportunity in 2022.

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	<p>A tailored approach to working with individual leadership teams will aim to foster both improvements in the efficiency and integrity of data collection and the building of a culture of inclusivity within schools. Staff will be supported to engage with the suite of resources available on the NCCD Portal, including the e-learning Disability Standards for Education (DSE) modules.</p> <p>This approach will be complemented by cross sector moderation opportunities that will see leadership teams from all three education sectors work collaboratively towards building shared understandings and consistency of practice, for the benefit of all South Australian students.</p> <p>The AISSA will work with select schools to review whole school delivery of inclusive education practices, including the review of school policies and procedures, to ensure improved student outcomes.</p>	<ul style="list-style-type: none"> A sub-group of schools will review the delivery of inclusive education, curriculum development and pedagogical approaches within their communities. <p>Achieved</p>		

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<p>Transition of NAPLAN to online delivery.</p>	<p>Since 2016, the AISSA has undertaken a change leadership approach to support Independent schools to transition to NAPLAN online. This approach was premised on maximising the readiness of individual schools and subsequently sharing best practice approaches to build confidence and capability over time.</p> <p>Last year over 90% of South Australian Independent schools with students from Years 3, 5, 7 and 9 successfully participated in NAPLAN online. The remaining schools successfully completed readiness activities later in the year.</p> <p>In 2022, all Independent schools will be ready to undertake NAPLAN online. Students in Years 3 and 5 from Steiner schools in both Independent and government schools will be offered participation using alternate format materials.</p>	<ul style="list-style-type: none"> Students and staff across Independent schools will experience a successful 2022 NAPLAN testing event. <p>Achieved</p>	<ul style="list-style-type: none"> All Independent schools with students from Years 3, 5, 7 and 9 successfully participate in NAPLAN online. <p>Achieved</p> <ul style="list-style-type: none"> Years 3 and 5 students from Steiner schools successfully undertake NAPLAN using alternate format materials. <p>100% achieved</p>	<ul style="list-style-type: none"> The AISSA has liaised directly with the two Steiner Independent schools to ensure that they were confident in their responsibilities, preparation and delivery of the paper mode of testing for students in years 3 and 5. In 2022 the AISSA played a key communication role between the TAA and Islamic schools to confirm an adjusted testing window due the celebration of Eid and corresponding school closures.

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	<p>The successful transition is underpinned by a cohesive cross sector approach that will see the continuation of regular meetings to ensure a consistent approach to operationalising NAPLAN is undertaken across South Australia.</p> <p>The AISSA will implement a comprehensive suite of support including a dedicated NAPLAN team and email contact address, training that encompasses platform and protocol familiarisation, and specific opportunities that assist schools to understand platform adjustments and accessibility opportunities for students with diverse needs.</p> <p>Guidance in interpreting the School and Student Summary Report will take place after student results have been released.</p>			

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<p>Improving governance and financial management practices in non-government schools to strengthen financial viability, improve business decision making and build resilience to mitigate unforeseen circumstances.</p>	<p>In an Independent school, the Board has responsibility for enacting sound governance practices, including oversight of strategic performance and compliance with legal and regulatory requirements.</p> <p>In 2022 the AISSA will assist school boards to meet these important obligations and to strengthen key practices. A suite of professional learning will be provided that includes:</p> <ul style="list-style-type: none"> • a webinar series, underpinned by contemporary governance models and designed to grow the capacity and effective functioning of boards <ul style="list-style-type: none"> - the mechanics of good governance - board composition and roles - processes for effective decision making 	<ul style="list-style-type: none"> • Boards are better equipped to navigate uncertainty and understand the need to be agile, resilient, and adaptive to the ever-changing context. • Increased awareness of contemporary and effective governance and financial management obligations. <p>Achieved</p>	<ul style="list-style-type: none"> • 60% of Board members participating in professional learning report improved understanding of financial, legal and effective governance practices. <p>93% achieved</p>	<ul style="list-style-type: none"> • The Governance Series focused on deepening governance perspectives about educational trends, compliance and legislative responsibilities and, for those new to governance, induction processes. • Bespoke support was made available to individual boards as requested by the school and explored effective governance practices, chair and principal relationships, analysis of board composition, operations and contemporary strategic planning processes.

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	<ul style="list-style-type: none"> - strategic responsibility - the relationship between the Board and the Principal <ul style="list-style-type: none"> • workshops to strengthen financial understanding and accountability • workshops focusing on legal and fiduciary responsibilities, and compliance. <p>Recognising the broad range of school locations across the state, and that many Board members serve in a voluntary capacity in addition to full-time employment, the use of video conferencing will maximise accessibility and participation through the delivery of after-hours workshops. Bespoke support is also made available to individual boards as requested by the school.</p>			

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<p>Improving Student Learning and Achievement</p> <p>Evidence informed improvement practices that meet the cultural and contextual needs of students in Independent schools are provided through the use of the High Impact School Improvement Tool</p>	<p>In 2021 the AISSA offered a school improvement initiative designed to support Principals and their leadership teams undertake a structured process of evaluation and review against a domain of the High Impact School Improvement Tool (HISIT): Teaching, Wellbeing, Data, Student Agency, Parent and Community Partnerships, Professional Collaboration and Inclusive Education, housed on the AISSA website.</p> <p>Arising from this, in 2022 this group of schools will develop case studies of practice, reflective of the focus of their review.</p> <p>A complementary strand of professional activity will invite schools to be part of a second group of school leadership teams who will undertake a process of review and evaluation against the HISIT.</p>	<ul style="list-style-type: none"> Schools will strengthen their capacity to evaluate their practice and undertake improvement initiatives, as relevant to their context. Case studies of school improvement initiatives are added to the HISIT, and available to all schools via the AISSA website. <p>Achieved</p>	<ul style="list-style-type: none"> All participating schools will evaluate their practice in one area of the HISIT. <p>Achieved</p> <ul style="list-style-type: none"> 10 schools have participated in this initiative. <p>Achieved</p> <ul style="list-style-type: none"> 7 of case studies of practice are published on the AISSA website. <p>Achieved</p>	<ul style="list-style-type: none"> External experts have reviewed the Inclusive Education and Wellbeing domains of the tool, to ensure currency and applicability. All participating schools were invited to and participated in the final evaluative workshop and presentation.

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	<p>Through a series of workshops, webinars and bespoke consultancy support, schools will examine current practice to plan and implement an improvement initiative. The evidence-base, tools and resources within the HISIT will be available to inform each school's plan.</p> <p>Once again, case studies of practice will be developed for the wider sector to access via the AISSA website.</p>			

<p>Middle Years Schooling Improvements</p> <p>The Responding to Early Adolescent Learners Committee will investigate and scale best practice in Middle Schooling, including schools required to transition Year 7 students to secondary contexts</p>	<p>The state-wide initiative to move Year 7 students into secondary contexts has been occurring over a number of years, with transition of students to be fully in place by 2022.</p> <p>In support of this transition and to enable schools to meet the needs of adolescent students more generally, the AISSA will continue to implement the Responding to Early Adolescent Learners (REAL) Reference Group. Membership of this group is open to the Middle Years Leader in each Independent school.</p> <p>In 2022 this group will meet termly, with meeting agendas constructed in response to emerging needs and issues identified by the membership. Expertise about middle years schooling and the needs of early adolescent learners will be drawn from engagement with leading experts, university partners, cross sectoral collaborations and evidence-based resources.</p>	<ul style="list-style-type: none"> • Middle Years Leaders will continue to grow their knowledge and understanding of early adolescent learners, so as to be able to respond and apply their learning in individual school contexts. • Schools will have opportunity to build networks and share practices about how best to support teachers and students in the middle years of schooling. <p>Achieved</p>	<ul style="list-style-type: none"> • 60% of the Middle Years Leaders who participate in the REAL Reference Group will report enhanced knowledge and understanding of issues in regard to the learning, engagement and wellbeing needs of early adolescents. <p>90% achieved</p>	<ul style="list-style-type: none"> • Members of the REAL group were able to co-construct the agenda to identify and address emerging issues of importance. Topics covered included: student agency, wellbeing, mental health, vaping, flexible timetabling, innovative learning, curriculum planning, non-attendance and school refusal and supporting gender-diverse students.
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<p>Leadership Institute The AISSA Leadership Institute supports governing councils, leaders and leadership teams to govern and lead in a rapidly changing education landscape</p> <ul style="list-style-type: none"> - Governing Council Conference and workshops - Leadership Legal series - School Impact Hubs - Leadership seminars, conferences and in-school development programs 	<p>The AISSA Leadership Institute focuses on developing leaders to be able to lead in a contemporary landscape. Consequently, the development of personal leadership capacity and capability draws from a contemporary evidence base that includes non-linear approaches to change, context mapping, organisational analysis, visioning and culture building. The Leadership Institute will provide a range of programs for aspiring, middle and senior leaders, and will include</p> <ul style="list-style-type: none"> • <i>Leading Change and Innovation Hubs: Leadership for the 21st Century</i> to provide participants with a practical and lived experience of leading change that is closely linked to current research, leadership theory and their daily work. It will focus on the ways leaders can create a culture that welcomes innovation, change and renewal, and strategies to gain commitment from staff 	<ul style="list-style-type: none"> • Leaders will develop contemporary leadership skills and capabilities that will enable them to navigate uncertainty, innovate and lead with confidence. <p>Achieved</p>	<ul style="list-style-type: none"> • 60% of participants report an improved understanding and confidence to effectively lead school operations and change in a rapidly changing education landscape. <p>89% achieved</p>	<ul style="list-style-type: none"> • School leadership teams undertook leadership learning, context mapping and analysis to implement and scale a school-based project related to their current role and strategic focus. The program focused on developing leadership and process capacity. • Based on sector feedback, the Next Step Principals program changed to a Women in Leadership program with the opportunity for each participant to work alongside another experienced leader in the role of critical companion.

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	<ul style="list-style-type: none"> • <i>Next Step Principals</i>, a program designed to work with aspiring Principals, to consider the principalship as a viable career option, explore the role and begin to develop an understanding of the skills required for future effective leadership • <i>School Impact Hubs</i> as research hubs that will explore alternative approaches to recognition of learning that can capture the dynamic complexity of learning and its artefacts • <i>The Business of Leadership</i> workshop series, which provides guidance to school leaders in relation to HR, legal and financial matters. <p>Additionally, the AISSA Senior Educational Consultant Team will work with individual leadership teams to foster excellence in strategic, instructional and transformational leadership attributes, to progress both the school's strategic directions and national and state obligations.</p>			<ul style="list-style-type: none"> • The Business of Leadership series addressed critical topics such as Family Law, Record Keeping and Performance Management.

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<p>Early Career Teacher Development</p> <p>Inducting early career teachers to the profession through the provision of professional learning and mentoring</p>	<p>The Early Career Teacher Program will once again be offered in 2022 to best support induction processes for teachers new to the profession. Recognising the value of a partnership approach, early career teachers are invited to participate together with their school-based mentor.</p> <p>Aligned to the Australian Professional Standards for Teachers, the program contains two streams of professional activity to meet the professional needs of the early career teacher and support the development of practice-based mentoring skills. Participants will be asked to set goals and actions to complete between sessions.</p> <p>Focus areas will include building positive student relationships and supportive learning environments; strengthening learning design; inclusive practices; and the building of cultural capacity and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<ul style="list-style-type: none"> • Early career teachers will feel supported and successful in: <ul style="list-style-type: none"> - establishing positive learning environments - the crafting and implementation of effective teaching - their identity and participation as professionals in their school community and - gathering evidence of their practice aligned to the Proficient career stage to meet the requirements for full registration with the SA TRB. • Mentors will grow in their mentoring skills and confidence to support and guide their early career teacher. 	<ul style="list-style-type: none"> • 60% of early career teachers participating in the Early Career Teacher Program will report enhanced understanding and confidence as a beginning teacher. <p>84% achieved</p>	<ul style="list-style-type: none"> • The use of targeted micro-projects supported early career teachers and their mentors to orientate practice-focused mentoring to critical induction areas.

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	<p>Activity will be carefully designed to foster an ongoing professional relationship between the early career teacher and mentor and will blend face to face learning with videoconferencing.</p>	<ul style="list-style-type: none"> Reciprocal professional relationships will grow between the early career teacher and their mentor. <p>Achieved</p>		
<p>School Improvement Model</p> <p>Each Independent school is supported to meet both national obligations and strategic school improvement initiatives, through the provision of expert support and advice</p>	<p>The AISSA is committed to enabling Independent schools in South Australia meet their legislative obligations and achieve strategic, contemporary and relevant school improvement.</p> <p>This is achieved by a team of consultants who work with school leaders to realise their school improvement and strategic vision through a range of bespoke services including school visits and meetings, as well as the development of resources and supporting documents. Support is tailored to meet the unique context of each site.</p>	<ul style="list-style-type: none"> Schools continue to strengthen their structures, practices and the environments that underpin quality schooling. <p>Achieved</p>	<ul style="list-style-type: none"> 90% of schools have been supported with school improvement initiatives. <p>100% achieved</p>	<ul style="list-style-type: none"> AISSA Educational Consultants have provided advice, consultancy support and access to resources and tools, to scaffold contemporary school improvement initiatives. School principals and leadership teams have been assisted with the formulation of strategies that align with national and state-based reform initiatives and their contextual school improvement directions.

2022 Budget Expenditure

Project Activities	Reform support funding
NCCD	
Improving NCCD	\$260,779
NAPLAN	
Transition of NAPLAN to online delivery	\$145,012
Improving governance and financial management	
Improving governance and financial management	\$63,018
<i>Total Funding for Minister's priorities</i>	<i>\$469,709</i>
Reform Direction A Supporting students, student learning and support	
High Impact School Improvement Tool	\$206,958
Middle Years Schooling Improvements	\$63,258
"Reform Direction B Supporting teaching, school leadership and school improvement"	
The AISSA Leadership Institute	\$243,122
Early Career Teacher Development	\$43,435
"Reform Direction C Enhancing the national evidence base"	
School Improvement Model	\$371,992
<i>Total Funding for other projects</i>	<i>\$928,765</i>
Staffing	
Administration of projects	\$128,726
TOTAL	\$1,527,200